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*Stories from the Far East.* Translated by ROLAND G. KENT and I. FREEMAN HALL. New York: Charles E. Merrill Co. Illustrated. Pp. 153. \$0.30.

A unique story book. The stories are two thousand years old, translated from the Sanskrit, each dealing with some sort of animal life. The book is suitable for the lower grades and for the nursery.

*Southern Literary Readings.* Edited by LEONIDAS WARREN PAYNE. Chicago: Rand McNally & Co. Pp. vii+487. \$0.75.

A reader for grades 7 to 11, selecting the best in southern literature that is suited to the interests of young readers. This is a book that should find wide use in the public schools of the South. The full notes make this book suitable even for classes in college English.

*The Dramatic Method of Teaching.* By HARRIET FINLAY JOHNSON. Edited by ELLEN M. CYR. Boston: Ginn & Co. Pp. v+199. \$1.00.

This book ought to be in the hands of every elementary-school teacher. It is a vigorous exposition of vitalizing methods which are rapidly making their way into our schools. The characters of history, of literature, are made to live again in the eyes of the children.

*The Second Book of Stories for the Story Teller.* By FANNY E. COE. Boston: Houghton Mifflin Co. Pp. iii+209. \$0.80.

A book full of delightful stories well selected for variety and interest: folk tales, modern fairy tales, myths, and stories from real life make up the contents. The *moral virtues* are emphasized by the subject-matter.

*The Jatakas, Tales of India.* Retold by ELLEN C. BABBITT. New York: Century Co. Pp. vii+92. \$0.40 net.

Miss Babbitt has selected some of the tales of the sacred books of the Buddhists, and retold them in style suitable for children. A distinctive feature of the book is the method of illustration. It includes forty-two illustrations in silhouette by Ellsworth Young.

R. L. LYMAN

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*The Posture of School Children.* By JESSIE H. BANCROFT. New York: Macmillan. Pp. xii+327. \$1.50.

At first thought it seems impossible to fill a book with a discussion of this subject and not deal with technical details. Yet when you turn over the twelve pages of bibliography at the close of the volume, citations of titles that deal with varying phases of it, the manifold bearings of posture on health and efficiency are apparent at a glance. "Erect carriage of the body is necessary (1) for full vigor and health, (2) to prevent waste of energy in maintaining the upright position in any of the activities of life, (3) with children, to admit of proper growth and development." In chap. ii, on "How

to Judge of Correct and Incorrect Posture," the vertical line test is advocated: "The long axis or diameter of the trunk of the body is a perfectly vertical line; the long axis of the neck and head taken together is also a vertical line. In poor postures the axes of these main segments of the body, instead of forming one continuous, vertical line, are broken into two or three zigzag lines." To assist the eye in detecting these poor postures "a line may be dropped from the front of the ear to the forward part of the foot." The long axes of head, neck, and trunk should parallel this vertical line. The directions for assuming the correct standing position are simple: "Stretch the arms directly sidewise at shoulder level, with the palms turned downward, and holding the arms there, sway forward from the ankle so that the weight is nearly or quite over the balls of the feet, not, however, rising on the toes, but keeping the heels on the ground." Draw the chin inward. Keep head, chest, and shoulders as this places them and drop the arms to the side. This will leave the body in correct standing position. Attention is called in chap. iii to the fact that man in the course of his evolution has only recently (speaking in geological terms) learned to assume the erect position. There are still many of his anatomical features that make it a difficult task. Hence the necessity for teaching children how to do it. Chapters iv-x inclusive discuss the correct attitudes of spine, head, chest, shoulders, abdomen. Chaps. xiii and xiv are on methods of correcting poor posture; xv on the hygiene of posture. Then several chapters are devoted to achieving correct postures of children in school, and the hygiene of school postures. Many illustrations are repeated in the book, and considerable subject-matter. The impression is left that the book might have been condensed without losing any of its value. Otherwise it is a valuable presentation of an important matter. Not the least valuable part of it is the appendix in which are quoted summaries of several recent investigations of attitudes, dress, and pathological results of wrong postures.

*An Introduction to the Study of Social Evolution, the Prehistoric Period.* By F. STUART CHAPIN. New York: Century Co. Pp. xxii+306. \$2.00.

"The object of this book is to present in elementary form a summary of the most generally accepted evidence and theory of social evolution." The book opens with a presentation of some of the biological evidences of man's evolution and of a modified Darwinism as the probable method. The book shares the fault of all social and educational works that attempt to present a biological foundation. Biology advances with such rapidity that before chapters can be printed they are erroneous. Thus on p. 8 in discussing variation the author says: "A consistent increase in asymmetry or skewness of the curve . . . must mean that the species is moving in a definite direction." This in connection with a discussion of the heights of American school boys. Now we know that Johannsen's work on pure line cultures quite discredits such an interpretation. The author adopts Darwinism. "This in brief is Darwin's famous doctrine of the origin of species by descent under the influence of natural selection. It is the core of the theory of evolution." He is aware of de Vries's work and Mendel's results and discusses them, but does not appear to realize their bearing upon modern biological thought. To avoid the difficulty of the non-inheritance of acquired characters, he adopts the antiquated theory of organic selection. Orthogenesis is apparently an unconsidered possibility. With so weak an introductory discussion of the biological factors involved, a biologist hesitates to commend in point of accuracy the rest of the